

ARMSTRONG ELEMENTARY

8601 White Horse Road
Greenville, South Carolina 29617

GRADES K-5 Elementary School

ENROLLMENT 506 Students

PRINCIPAL Jacqueline V. Goggins 864-294-4313

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	46	46	3	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Average	Yes

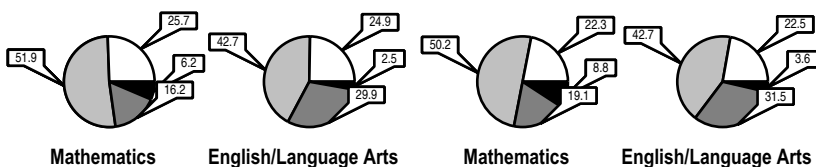
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	261	99.6	24.9	42.7	29.9	2.5	41.1	Yes	Yes
Gender									
Male	119	100.0	27.6	46.7	23.8	1.9	35.2		
Female	142	99.3	22.8	39.7	34.6	2.9	45.6		
Racial/Ethnic Group									
White	157	99.4	19.0	43.5	34.7	2.7	49.7	Yes	Yes
African-American	76	100.0	34.8	46.4	15.9	2.9	20.3	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	34.8	21.7	43.5	0.0	43.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	208	99.5	19.1	42.3	35.6	3.1	48.5		
Disabled	53	100.0	48.9	44.7	6.4	0.0	10.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	261	99.6	24.9	42.7	29.9	2.5	41.1		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	24.8	42.9	29.8	2.5	41.2		
Socio-Economic Status									
Subsidized meals	160	100.0	30.4	43.9	23.0	2.7	33.8	Yes	Yes
Full-pay meals	100	100.0	16.1	40.9	40.9	2.2	52.7		

Mathematics - State Performance Objective = 15.5%									
All Students	261	99.6	25.7	51.9	16.2	6.2	39.4	Yes	Yes
Gender									
Male	119	100.0	27.6	53.3	15.2	3.8	38.1		
Female	142	99.3	24.3	50.7	16.9	8.1	40.4		
Racial/Ethnic Group									
White	157	99.4	19.7	50.3	21.1	8.8	49.0	Yes	Yes
African-American	76	100.0	37.7	56.5	4.3	1.4	20.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	30.4	52.2	13.0	4.3	30.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	208	99.5	20.1	52.6	19.6	7.7	45.9		
Disabled	53	100.0	48.9	48.9	2.1	0.0	12.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	261	99.6	25.7	51.9	16.2	6.2	39.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	255	99.6	25.6	52.1	16.0	6.3	39.5		
Socio-Economic Status									
Subsidized meals	160	100.0	32.4	52.0	10.8	4.7	28.4	Yes	Yes
Full-pay meals	100	100.0	15.1	51.6	24.7	8.6	57.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	68	94.1	22.2	38.9	37.0	1.9	38.9
	Grade 4	82	98.8	27.8	47.2	23.6	1.4	25.0
	Grade 5	79	98.7	34.3	54.3	11.4	N/A	11.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	100.0	25.9	35.8	33.3	4.9	38.3
	Grade 4	87	100.0	26.8	41.5	31.7	N/A	31.7
	Grade 5	89	98.9	22.9	51.8	22.9	2.4	25.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	68	98.5	15.5	63.8	19.0	1.7	20.7
	Grade 4	82	100.0	21.9	52.1	21.9	4.1	26.0
	Grade 5	79	100.0	35.2	49.3	12.7	2.8	15.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	85	100.0	35.8	54.3	9.9	N/A	9.9
	Grade 4	87	100.0	14.6	52.4	23.2	9.8	32.9
	Grade 5	89	98.9	27.7	48.2	15.7	8.4	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 506)				
First graders who attended full-day kindergarten	91.3%	N/C	100.0%	100.0%
Retention rate	2.3%	Down from 2.4%	3.0%	2.7%
Attendance rate	96.6%	Up from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.6%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.8%		3.7%	3.5%
Eligible for gifted and talented	11.0%	Up from 10.5%	12.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.3%	Down from 11.4%	9.5%	8.2%
Older than usual for grade	0.8%	Up from 0.5%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.6%	Down from 10.4%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	32.4%	Down from 38.7%	49.0%	51.4%
Continuing contract teachers	73.5%	Down from 74.2%	88.5%	87.5%
Highly qualified teachers**	92.3%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	91.3%	Down from 91.9%	86.0%	86.7%
Teacher attendance rate	95.5%	Down from 98.4%	94.5%	94.9%
Average teacher salary	\$38,116	Up 2.2%	\$40,118	\$40,760
Prof. development days/teacher	10.0 days	Up from 7.7 days	12.5 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	N/R	18.9 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 94.1%	89.4%	90.0%
Dollars spent per pupil*	\$5,283	Down 4.6%	\$5,763	\$6,044
Percent of expenditures for teacher salaries*	63.4%	Up from 62.9%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The students, faculty, staff, parents, and the community members of Armstrong Elementary, in collaboration with the School Improvement Council, have once again made great accomplishments.

We continued to strive toward attaining our goals as outlined in our school portfolio in order to address areas of need and to ensure academic success for all our students. Academic challenges were provided to increase student performance through daily classroom instruction, a program for gifted and talented students, and tutorial programs for students not meeting standards on standardized testing. Tutors included community and parent volunteers and students from North Greenville College and Furman University. Opportunities for enriching our curriculum included special speakers and performances and field trips for all grade levels.

In addition to continuing the school portfolio process, we also went through the SACS process which included preparing a written document and a visit by a peer review team in March. The visit went well, with our school meeting all expectations and standards. The peer team recommended that we look at ways to increase parental involvement/participation in school activities, especially from those students that live outside the Armstrong community. Other recommendations included redesigning our front entry in order to provide a safer environment, providing more staff development on current and innovative teaching methods, continuing to update the book collection in the media center, and reducing class sizes in grades 3-5.

During 2004-2005, we will continue the process of aligning and implementing standards-based instruction utilizing a variety of methods. We will also continue emphasis on the writing process by once again using the theme "Getting on the Write/Right Track." Based on our poverty index, Armstrong will be a Title I school. The funding through this program will allow us to hire additional personnel to reduce class sizes. We will also be able to enhance our ELA and Math programs by purchasing additional instructional materials, providing more tutorial/enrichment opportunities, and by offering more staff development on current trends.

Students will remain the center of our focus at Armstrong Elementary School. We will continue to provide opportunities and a rigorous curriculum that will help students strive toward meeting their maximum potential.

Julia Metcalf, SIC Chair
Jackie Goggins, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	30	82	59
Percent satisfied with learning environment	89.3%	80.8%	81.8%
Percent satisfied with social and physical environment	89.7%	75.0%	91.2%
Percent satisfied with home-school relations	86.2%	84.8%	73.7%

*Only students at the highest elementary school grade level at this school and their parents were included.